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MINNESOTA LIBRARY ASSOCIATION

Glenwood Summer Hotel, Glenwood

August 30, 31, September 1, 1934

Reservations—The hotel offers a special rate of \$3 per day for meals and lodging. Make reservations directly with the hotel before August 15th.

Transportation—The Glenwood Summer Hotel is situated on beautiful Lake Minnewaska, 140 miles from Minneapolis. The best highway from the Twin Cities is via St. Cloud and Sauk Center. It may also be reached by the Soo Railway and the Liederbach Bus Line.

If those who are driving will invite neighboring librarians to join them, it will mean a larger attendance.

Theme—Library Planning for Minnesota.

Speakers—Dr. David Bryn-Jones, Minneapolis

Daisy Brown, president, Minnesota Education Association

Gratia A. Countryman, ex-president, American Library Association.

PROGRAM

Thursday, August 30

2:00 P. M.—Registration.
3:00 P. M.—First session.
Greetings: Mayor A. O. Wollan; Harold L. Eastlund, Secretary, Glenwood Chamber of Commerce.
Address: New trends in education, Daisy Brown, president, M. E. A.
Book round table: Leader, Harriet S. Dutcher, Duluth Public Library.
6:30 P. M.—Dinner.
Address: A world adrift, Dr. David Bryn-Jones.
Informal reception.

Friday, August 31

9:30 A. M.—Second session.
Address: Charting the course, Gratia A. Countryman, ex-president, A. L. A.
Address: Adult education and social reconstruction, Katherine Kohler, Minneapolis.
12:30 P. M.—Group luncheons.
Cataloguers, Constance Humphrey, Hill Reference Library, Chairman.
County librarians, Mrs. Hazel Halgrim, Thief River Falls, Chairman.
Hospital and institution librarians, Mrs. E. E. Hovig, St. Paul, Chairman.
Reference and college librarians.
Work with children and young people, Eunice H. Speer, Bemidji Teachers College, Chsirman.
2:30 P. M.—Third session. Irma Walker, 1st Vice-President, presiding.
General topic: The outlook for Minnesota: Restating the objectives of library service.
Progress report of the State Library Planning Committee, Clara F. Baldwin, Library Division.
Progress report of the Sub-Committee on objectives, Alma M. Penrose, Chairman.
Round table discussion by groups
1. Public Libraries,
2. College and University Libraries, Leader, Frank K. Walter, University of Minnesota.
3. School Libraries, Leader, Margaret R. Greer, Minneapolis.
4. Legislative objectives, Leader, Harriet A. Wood, Library Division.
6:30 P. M.—Dinner.
Address: (Speaker to be announced.)

Saturday, September 1

9:30 A. M.—Fourth session.
General business meeting.
Reports of committees.
Election of officers.
Adjournment.

NOTE:—Those attending the conference are requested to bring this number of **Library Notes and News**, so that the report of the A. L. A. Planning Committee and the Proposed Objectives for Minnesota may be in hand for the discussion.

Officers

Alma M. Penrose, St. Cloud President
Irma Walker, Hibbing 1st Vice-President
Mrs. Jennie T. Jennings, St. Paul, 2nd Vice-Pres.

Gertrude Glennon, Stillwater, Secretary-Treas.
Ethel I. Berry, Minneapolis, Ex-officio member

Committees

Exhibits—Marion Phillips, Moorhead, Chairman.
Publicity—Mrs. Jean Christmas, St. Paul.
Registration & Local Arrangements—Mrs. Cassa B. Sernes, Glenwood.
Transportation—John W. Thieke.

STATE LIBRARY OBJECTIVES FOR MINNESOTA

Approving in principle of the statements in the "National Plan for Libraries" presented to the A. L. A. Council, June, 1934, by the Planning Committee, the sub-committee on Library Objectives of the Minnesota Planning Committee offers the following suggested objectives for library development in Minnesota.

Public Libraries

- I. Equalized library service to all citizens of the state by means of:
 - A. A strong coordinating state agency.
 - B. Sound basis of library support, in harmony with other state policies, for support of education.
 - C. Larger areas of service in the interests of more efficient and economical service.
- II. Better book stocks, conveniently located for efficient distribution.
 - A. Differentiation of specialized service, to include development of regional centers for collection and preservation of material for study and research.
- III. Staff personnel.
 - A. Competent staffs, adequate in numbers to give efficient and diversified service.
 - B. Adequate salaries to maintain professional standards.
- IV. Types of service to be developed:
 - A. Adult education. Emphasis on reciprocal cooperation between libraries and other social and educational agencies. Development of types of educational service most effective with adults.
 - B. Work with children and young people. Development of a type of work which is educational as well as recreational and close cooperation with public schools.

School Libraries

Adequate, organized library service for all elementary and secondary schools, embodying the points mentioned in the excellent statement in the above-mentioned "National Plan for Libraries."

University and College Libraries

- I. Expansion of facilities to serve adequately the educational and cultural needs of students and faculty.
- II. Coordination of University and other libraries for research (by voluntary cooperation and planning) with each other and with college, state and large public libraries to avoid unnecessary duplication and to increase the availability and accessibility of needed books and related materials to research workers, with due recognition of joint obligation of borrower and lender.

III. Development of University and College libraries, especially those supported by the state, with the purpose of meeting the needs of research workers throughout the state, in so far as this may be done with justice to the special needs of their own clientele.

Legislative Objectives

- I. Adequate support of state and local agencies, in harmony with state tax policies.
- II. Certification of librarians.

AMERICAN LIBRARY ASSOCIATION

Montreal Conference

Charting the Course for Libraries was the general theme of the Montreal Conference and was ably presented in Miss Countryman's masterly address at the opening session Monday evening. The part of libraries in social reconstruction, and the need of a far-reaching plan for complete library service was emphasized. The entire address "Building for the Future," is printed in the July A. L. A. Bulletin, and also in the July Library Journal, and will appear in December **Library Notes and News**.

Significant trends in government, social conditions and education were presented at the second general session by specialists in each field.

Thomas H. Reed, professor of political science, University of Michigan, began by saying that the "ship of state was an aeroplane flying blind." He mentioned the You and your government programs on the radio as a means of reaching people, and noted an improvement in the economic situation as to tax-collections. He summarized significant trends in government as (1) Greater socialization of economic life, more government in business, (2) the Trend of bureaucracy, with a coincident decline in the importance of legislation, multiplication of parties, economic particularism of one kind or another, (3) the Trend toward dictatorship, with the power of ultimate decision intrusted to a single man. There is danger in this trend and democracy which makes for stability, order and permanence still has the best possibilities. We must keep our eyes watchful and see where we have gone, as we go.

In her paper on **Trends in Social Conditions**, Dr. Helen Gordon Stewart, director, Fraser Valley Demonstration in British Columbia, said that a coming recognition of what we call progress needs a different force, because tools are improving, and ability to use tools in gaining satisfaction must be developed. There has been a breaking down of institutions, and institutions must be made the servants of man. Sociology will take the lead in the future. Through a scientific process of realizing that something is wrong, setting up conditions, measuring and weighing, then charting and graphing, finally emerges a new idea which will bring about social changes through which true democracy may be attained.

Trends in education, according to Henry M. Wriston, president of Lawrence College, Appleton, Wisconsin are (1) on the physical side, great improvements in building and equipment,

extension of the school year, and length of school life, increase in school attendance, because children are not wanted in industry; (2) on the intangible side, education has been extended in definition and objective. It is no longer schooling, or preparation for life, but growth, adaptation to life. Schooling was a winding-up to run down, but education makes a self-propelling individual, going under his own power, to make leisure pleasurable. Education is becoming more an individual matter. We need training for citizenship, training of the emotions, training for health and recreation, and moral and character education.

In the light of these trends, new library responsibilities were discussed at the 3rd general session. Mary U. Rothrock, Lawson McGhee Library, Knoxville, Tennessee, in an introductory summary of significant trends, said that with the increased participation of government in social life, there was a trend toward co-ordination and consolidation, which involves lines of government. She believed that federal aid in substantial form is necessary to any widespread development of libraries. Libraries will be an organic part in the new order, with a system as universal as the public school. There should be coordination of research libraries to meet demands of scholars, and great expansion of our own conceptions of the functions and facilities of libraries. Sources of support must be as wide as the need for services, certainly wider than the taxable wealth of single units of government. New goals mean changed attitudes. Librarians should develop a spirit of cooperation with other institutions.

In her paper on **Books in Relation to Significant Trends**, Jennie M. Flexner, Readers' Adviser, New York Public Library, quoted from Alvin Johnson's collection of essays entitled "Deliver us from Dogma."

"More mind is the supreme requirement of the present time. Mankind is no longer handicapped in its pursuit of welfare by inadequate food supplies, raw materials and technical devices. It is not for want of these that millions of men are suffering from unemployment and hunger, but from inadequacies in the minds that should dominate these instruments of welfare. And mind is not among the things unattainable like eternal youth or spring, but something each of us has in seed or shoot, eager to grow if we give it light." With this thought-provoking text, Miss Flexner proceeded to discuss man's attitude to books, what can be done to spread the influence of books more widely—to everybody—to carry forward more general education, formal and informal at any level at which a man may find himself. She referred to the various surveys, at long and short range, of the use of books and of public libraries, and methods of reaching non-readers among literate people, of supplying new material to fit the demands of the times, but maintained that there is an undiminished need for the book-minded as well as the social-minded librarian, and made a strong plea for books of literary as well as social value.

"Making books useful will never make all, or nearly all, men readers. It is not enough for libraries to be utilitarian only. . . . It will be a dull new era if enjoyment of books is placed

second to their usefulness by librarians. . . . Surely the people who have always been readers by instinct and taste, cannot be ruled into any other position in the library than that which is theirs inherently. These people too will have more leisure to fill in the new era. They are the ones who are most likely to help keep horizons open; the ones to whom we can look for leadership which must be cultivated among us; those who may be able to apply their knowledge to conditions as they exist here and now; who are not ashamed or afraid of what is ideal, but who may help to make it practical; who may help to lead thought, to preserve freedom."

With his customary delightful humor, Sidney B. Mitchell, director, School of Librarianship, University of California, spoke on **Personnel in Relation to Significant Trends**. Assuming a position of increased importance for the library in formal educational systems, and the public library developing into a more effective agency for continuing education and one of the essential aids in the satisfactory utilization of leisure, he said that we need more men, more people of wider interests and contacts, with courage and the spirit of adventure, greater imagination and ideas. He urged an earlier retiring age, to give the young people a chance.

"There will be a lot of young people all dressed up with no place to go, and they will be ready for wild parties, especially political ones."

"Change in type is not only desirable but necessary for new conditions . . . new times call for new characteristics, new capacities, and if we cannot find or develop them our libraries will become merely vestigial organs in the educational bodies of the future."

At the final session, following the report of the resolutions committee and the presentation of Officers-elect, Lyman L. Bryson, of the Des Moines Public Forums, gave a brilliant and challenging address on "The Treason of the Liberals."

Section and Group Meetings

With some forty group and sectional meetings, it is obviously impossible to mention more than some of the outstanding features.

The Adult Education Round Table was an excellent panel discussion, led by Lyman Bryson, with Harold F. Brigham, Public Library, Louisville, Kentucky, and Jennie M. Flexner, New York Public Library, as the chief speakers. The discussion centered chiefly around the question as to whether adult education is best carried on with groups or with individuals. Miss Flexner was strong for individual work, but there is need for larger and more competent staffs to meet the opportunities offered at the present time. Closer cooperation with all educational institutions, and organization for broader work is necessary.

The panel discussion on Publicity and the future of libraries, led by Charles H. Compton, was concerned with publicity not in the narrow sense of library advertising, but in the broader sense of the relationship between the library and its public.

The evaluation of library reports by Clarence E. Ridley, of the International City Managers' Association, presented an excellent measuring stick for convincing annual reports. In the dis-

cussion following, John Adams Lowe, Rochester (N. Y.) Public Library, gave a report of a successful campaign through a citizens committee to increase the library budget. The city became library-conscious, and he believed that adequate financial support for a sound program of library service can be obtained if citizens and councils are convinced.

At the County Librarian's luncheon as reported by Myra W. Buell, St. Paul, Mr. E. C. Lindeman, of the New York School of Social Work, delivered a most stirring address. He challenged librarians to meet the changing social conditions with courage and intelligence. Mr. Lindeman spoke at length of the unique opportunities open to county librarians in serving the unadjusted, the unemployed and the underprivileged. No brief comment can do justice to a speech so full of inspiration as was this address which should be read in full to be appreciated.

The John Newbery medal "for the most distinguished juvenile book written by a citizen or resident of the United States and published during the preceding year," was awarded to Cornelia Lynde Meigs for her life of Louisa M. Alcott entitled "Invincible Louisa; the story of the author of 'Little Women'." Miss Meigs, the thirteenth winner of the Newbery award, is a member of the English department at Bryn Mawr College, and the author of many books for young people. She won the Drama League prize for play-writing in 1916 and a \$2,000 prize for her book "The Trade Wind" in 1927. The Newbery medal winners are chosen annually by a committee of fifteen librarians of the section for library work with children.

Social Features

The delightful atmosphere of hospitality and comfort which prevailed in this beautiful, clean city, added to the pleasant weather throughout the week made Montreal an ideal conference setting.

In addition to the reception at the Art Institute following the first general session there were innumerable breakfasts, luncheons, dinners and teas for various groups. Tea was served at McGill University library every afternoon, and informal groups gathered at the tea-tables in the Windsor Hotel concourse daily. Among outstanding personalities at the conference were John H. Finley, associate editor of the New York Times and Sir Robert Falconer, formerly chancellor of the University of Toronto, whose brilliant minds and ready wit illuminated the Friends of the Library luncheon. The British delegation furnished the international note, and added humor as well as scholarship to some of the discussions.

Those who were fortunate enough to be present on the Sunday preceding the conference had the unusual opportunity of witnessing the colorful pageant of St. John the Baptist's day with its many historical floats, ending with St. John himself. The Canadian background was delightfully supplied by a group of singers in Voyageur costume at the general session, and from a more scholarly viewpoint in the illustrated talk on The Discovery of Canada, by Lawrence J. Burpee, secretary of the Royal Canadian Society.

Post Conference Trips

Following the conference a small group sailed for Europe under Mr. Faxon's guidance, and nearly 300 went down the St. Lawrence and up the wonderful Saguenay River on a three-day trip, with a day in Quebec. Motorists went on to Quebec and around the Gaspe peninsula, celebrating the 400th anniversary of Cartier's landing, some visiting Nova Scotia and New Brunswick, and returning through New England. Still others took the Labrador cruise.

Minnesota at the Conference

Nineteen people from the Minneapolis Public Library were conspicuous in the front seats when Miss Countryman gave her presidential address. These included Mr. E. C. Gale from the library board, Mrs. Bailey, and the Misses Berry, Brock, Crosby, Fanning, Fay, Edith and Celia Frost, Jedermann, Lamb, Loehl, Macdonald, McKenzie, Matson, Prest, Ruth Thompson and Todd, and Ernest Johnson. St. Paul Public Library sent a delegation of five including Mrs. Jennings, and the Misses Buell, Martin, Rosander and van der Linde of the Extension Division. Others representing public libraries were the Misses Dutcher, Haven and Ressler from the Duluth Public Library; Misses Venberg, Radford and Walker, Hibbing; Misses Hearn and Klune, Chisholm; Mrs. Norrid, Eveleth; Miss Love, Faribault, and Miss van Buren, Owatonna. From the University Library, Mr. Walter, Mr. and Mrs. Russell, the Misses Hitchcock, Pehousek and Ranson; from the College of St. Catherine, Sister Marie Cecilia and Sister Cecil; from St. Paul Seminary, Father Shanahan; from the Hill Reference Library, Miss Starr; from the Historical Library, Miss Krausnick, and from the Library Division, Miss Baldwin. School librarians attending were Miss Greer, Minneapolis, Miss Jackman, Coleraine, and Miss Anderson, Nashwauk.

About 52 present and former Minnesotans attended an informal breakfast in the Windsor Hotel dining-room, with Miss Countryman as guest of honor. Graduates and friends of the Minnesota library school to the number of 21 enjoyed a delightful dinner arranged by Ruth Thompson.

Besides her presidential address, Miss Countryman spoke at the Trustees Section on The Trustee's Responsibility for the Library Plan of Tomorrow. Mr. Gale spoke at the Friends of the Library luncheon. Mrs. Bailey was chairman of the Hospital Libraries Round Table and Mr. Walter of the Periodical Section.

The total registration from Minnesota was 51, and 40 new members have been added.

Officers

Charles H. Compton, assistant librarian of the St. Louis Public Library, was elected president of the American Library Association for the coming year, and the other new officers are: first vice president, Mildred H. Pope, State Library, Olympia, Washington; second vice president, James Thayer Gerould, Princeton University Library, Princeton, New Jersey; treasurer, Matthew S. Dudgeon, Public Library, Milwaukee, Wisconsin; trustee of endowment funds, Eugene Stevens, Federal Reserve Bank, Chicago.

Members elected to the Executive Board are: Carl L. Cannon, Yale University Library, New Haven, Connecticut; Louise Prouty, Public Library, Cleveland, Ohio; and Ida F. Wright, Public Library, Evanston, Illinois.

The Executive Board during the Montreal conference of the American Library Association June 25-30, voted to call a midwinter meeting of the A. L. A. Council in Chicago, December 27-29, 1934.

The 1935 conference will be held in Denver, Colorado.

*LOOKING TOWARD NATIONAL PLANNING

The American Library Association at the Montreal conference indorsed:

Federal aid for libraries and assumption by the national government of responsibility for leadership in the library movement;

The enactment of a law in every state providing for the certification of librarians;

State aid for school libraries;

Close coordination of university and other large libraries to increase the accessibility of research materials to all scholars and advanced students;

Federal and coordination of public libraries in large systems, each system to serve a metropolitan area, a large county or several counties.

Several months ago the Executive Board appointed a Planning Committee consisting of Harry M. Lydenberg, Ralph Munn, Louis R. Wilson, and Carl H. Milam. They and President Countryman solicited and received helpful suggestions from many sources, outside as well as inside the library profession, and in the light of these suggestions made recommendations to the Council looking toward national planning. The Planning Committee's statement to the Council is printed in full herewith.

The paragraphs in italics are those indorsed by the Council. They are expressions of the opinion and conviction of the Association as of June, 1934. The starred paragraphs were discussed, but action was postponed until the next meeting of the Council. The paragraphs not italicized or starred were not submitted for action.

The maintenance of democratic institutions depends largely on the enlightenment of the people and on the vitality of their cultural and social ideals.

The growth in the quantity and complexity of knowledge points to the need for a lengthening of the period of education. The constantly accelerating rate of change indicates that man must be forever bringing his knowledge up to date if his usefulness as worker and citizen is to be maintained. A greater degree of economic security and more leisure for large numbers of the population may be expected to result—as an accession of wealth and leisure has resulted in the past—in an expansion of interest in things of beauty and of spiritual value.

*Reprinted from the A. L. A. Bulletin, August, 1934.

If the best traditions of our culture are to be maintained and our hopes for the future achieved, there must be universal education at the lower levels, more wide-spread education at the higher levels. There must also be—what is now largely lacking in many areas, and only meagerly provided in most—opportunity for continuing self-education at all levels, rapid diffusion of uncensored facts and ideas to all citizens, and a cultivation of appreciation of social and cultural values which will prevent the domination of life by material motives.

To meet America's needs there must be a new conception of the organization, functions and activities of the agencies which contribute to educational, social, cultural, and recreational interests. It is not enough that existing agencies simply be provided with additional funds. They must be expanded, coordinated, and adequately financed to provide for every person from childhood to old age the opportunity and continuous encouragement for the fullest possible development of personal ability and social understanding.

In any such program of service, reading—and libraries which provide reading matter of all kinds to all ages—will play an important part.

Every American citizen should have a publicly supported library near at hand, through which will be made available to him such printed materials as he may wish to use for information, self-improvement, scholarship, cultural advancement, and recreation; which will provide such aid in the selection and use of materials, and guidance in planning and pursuing his reading, study, and research as he may need and desire; and which will stimulate and help to satisfy his intellectual curiosity and reading interest in questions of current importance.

The public library typifies democracy. Those who come within its doors are from every walk of life, the educated and the uneducated, the highest to the lowest. They are supplied with books to meet their wants as varied as are the needs of a complex society.

What books mean in an organized society cannot be measured, but a progressive society without books cannot be imagined. What people read is no small factor in determining what they are. In a civilization growing daily more complex people need the best thought expressed in books to guide them.

Library Objectives

The objectives of the library are to assemble and preserve books and related materials in organized collections and, through stimulation and guidance, to promote their use to the end that children, young people, men, and women may have opportunity and encouragement:

- To educate themselves continuously;*
- To aid in the advancement of knowledge;*
- To improve their capacity for appreciation and production in cultural fields;*
- To improve their ability to participate usefully in activities in which they are involved as citizens;*
- To equip themselves, and keep themselves equipped, for efficient activity in useful occupations and practical affairs;*
- To keep abreast of progress in the sciences and other fields of knowledge;*

To maintain the precious heritage of freedom of expression and a constructively critical attitude toward all public issues;

To make such use of leisure time as will promote personal happiness and social well-being.

The process of assembling books for these objectives involves the command of experience and judgment, not only in the appraisal of their intrinsic literary qualities, but of their usefulness in relation to the needs and interests of the community and the intellectual and cultural levels of its members.

The process of organizing requires training and proficiency in the principles and methods of librarianship and their practical application to the books to be organized and the varied groups of readers to be served.

Library service will become a social enterprise participating and cooperating with all other agencies and forces concerned with the welfare and progress of humanity. In this service one of the chief elements will be a personnel bringing to its task adequate education and training and a wide variety of special interests and aptitudes, but, above all, a broad and sympathetic comprehension of the expanding opportunities and their concomitant responsibilities in the administration of the library and its books as a source of power and enlightenment.

A system of libraries which will serve these ends would seem to be, with our public school system, the minimum cultural equipment necessary for civilized living in America.

Our Existing Library System

The United States now has some ten thousand national, state, county, municipal, school, college, and university libraries. They typify America's interest in education, culture, and recreational reading. They have millions of books. Their total investments represent a not insignificant share of our national wealth. They are regularly used by perhaps twenty-four million people. They circulate hundreds of millions of books a year.

Our national library, the Library of Congress, is one of the largest libraries in the world, and one of the most satisfactorily organized for public use. There are other great libraries, rich storehouses and workshops for scholars. The public library is one of America's great contributions to civilization. It endeavors to make easily accessible to people of all ages and all levels of educational attainment the best of the world's knowledge as recorded in print and guidance in its use. At its best, it serves the cultural, educational, and leisure time needs of the community without compulsion, censorship, or bias, at low cost.

But American libraries are not properly distributed or coordinated for the uses of scholarship, for the general diffusion of knowledge, for cultural stimulation, or for providing recreational reading. The great libraries are largely concentrated in a few areas. Many small libraries are so inadequately equipped with books and staff that they cannot meet the needs of those who wish to use them. Some states and some cities maintain several separate, independent library agencies, serving essentially the same population. About forty million people have no local public library service of any

kind. Even the best libraries have not achieved the maximum possibilities of public usefulness.

We have many libraries but we do not have a coordinated library system. Only a part of the population is served.

The inequalities of the present system, which leaves a third of the population with no library service and another third with very little, must be overcome.

The library is an agency for education, culture, scholarship, and recreation. Its maintenance is primarily the function of the state and local government. But the inequalities of taxable resources among the several states, the importance of the library's objectives to the whole nation, and the need for national and regional cooperation especially among libraries for scholarship and research, lead to the conclusion that the federal, state, and local governments might well share the responsibility for library support.

The proposals which follow are based on this conclusion.

The State's Responsibility

*For libraries, as for schools, the state should assume responsibility for the establishment and maintenance of adequate service for all inhabitants.

In each state there should be a state library agency charged with the function of developing and coordinating library service throughout the state. Competent leadership by such an agency requires not only special training but also strength of character, forceful personality, administrative ability, and freedom from harmful political interference on the part of those connected with it.

In every state where two or more separate state library agencies exist, efforts should be made to bring about such consolidation or cooperation as is in line with good administrative practice and as will improve library service.

The state library agency should serve as the central lending library for the state, coordinating all the book resources of the state, as a means of supplementing local library facilities. Pending the establishment of complete library service for the state, it may need to serve isolated readers or groups of readers directly.

Public Libraries

Each state should have a system of public libraries available for all its population. A comparatively small number—say five hundred—large public library systems might provide better service for all the people in the United States than is now available except in a few cities and counties. Each system might serve a large county or several counties or a large metropolitan area. The emphasis should be on the natural area of interest, irrespective of city, county, or possibly even state lines. Each community would have a branch of the large library system or a community library federated with other community libraries in a large system.

*In order to provide adequate statewide public library service it will be increasingly

necessary for the state to appropriate funds sufficient for a minimum program, to be supplemented as desired by local funds.

Laws permitting or requiring the establishment of such library systems should be enacted in all states now without them.

In every community where there are two or more libraries serving the public (as for example, public, school, municipal, university, and state university libraries) efforts should be made to bring about such consolidation, cooperation, or division of responsibility as will promote economy and improved service.

School Libraries

Because the daily use of library materials is indispensable to the modern American program of elementary and secondary education, every child should have access within his school to a variety of well chosen books and other printed materials.

This means that larger schools, both elementary and secondary, should be provided with organized libraries presided over by professionally prepared personnel, and that smaller schools should be provided with books and organized library service through participation in some plan of large-unit administration. In order to bring these conditions about, those responsible for the administration and financing of both schools and public libraries should come together locally and as state and regional groups to work out programs giving to schools adequate school library service and facilities without unnecessary duplication of physical equipment, reading materials, or personnel, and without curtailment of reading opportunities for adults. It will also be necessary for boards of education to budget school libraries and library service on the same basis as they are accustomed to budget other educational indispensables, such as textbooks and teaching service, and to arrange for the certification and employment of school library personnel on a professional basis.

State aid to school libraries has proved its value in a number of states. Such aid should be greatly extended.

University and College Libraries

College libraries should contribute to the specific objectives of the college. They must be greatly expanded to serve adequately the educational and cultural needs of students and faculty.

Changing methods of instruction and the relation between the use of library books and student progress must be studied as the basis for continuous modification of the library and its service.

University and other libraries for research should be closely coordinated (by voluntary cooperation and planning) with each other and with college, state, and large public libraries to avoid unnecessary duplication and to increase the availability and accessibility of needed books, manuscripts, and related materials to research workers in all parts of the country.

Universities and colleges, especially those supported by the state, should be prepared to meet the library needs of research workers throughout the state and to support the work of their extension departments insofar as these needs cannot be met by other library agencies in the state.

National Responsibilities

The federal government should assume responsibility for nation-wide leadership in the library movement through a library agency associated with other agencies responsible for general educational, cultural, and recreational activities.

The federal government should recognize the inevitable inequalities in library facilities in the several states due to inequalities of taxable resources, and provide financial aid to the end that reasonable facilities to use and borrow books and other printed materials may be available throughout the nation; such funds to be allocated to the several states and territories through such state library agencies and on such terms as may be approved by the appropriate officer of the government.

Our national library has achieved distinction in its service to Congress, scholars, and libraries throughout the nation. It should be maintained and developed in such a way as to extend this service in an increasingly effective way.

Under some nation-wide leadership such coordination and division of responsibility for special collections and special services should be established, involving all national, university, and other research libraries, as will tend to make the materials of scholarship equally available to people in all parts of the country.

Books

For the general reader and student seeking a general education America's library system should provide enough of the most useful books and other printed materials to meet all reasonable demands, within easy access of all persons. This will probably mean:

That the library will greatly increase its supply of copies of the socially useful books in greatest demand;

That more national cooperation in book evaluation will be provided for;

That library purchase of novels which have little literary or social value will decrease;

That pamphlets and periodicals (which can be produced quickly to meet current needs) will form an increasingly important share of the library's collection;

That more books which synthesize knowledge in simple, direct, interesting style will be sought.

For specialists and research workers the library system must make available throughout the whole country the printed and manuscript material required in scholarly investigation. This apparently will necessitate:

Establishment or development of libraries for research in large regions now without them and division of responsibility among all libraries for the collection and distribution of such materials;

Great development of reproduction devices so that the content of any book or manuscript available anywhere in the world may be made quickly available to any reputable student anywhere in the country.

Every public library system should endeavor to make it possible for any patron to secure information concerning any subject. This should be effected through additions to the library itself, or through coordination of specialized libraries with it.

Libraries should assume responsibility for the preservation and use of visual materials and mechanical substitutes for the printed page.

The library will cooperate with writers, editors, and publishers to insure production of books suited to the needs and reading abilities of groups of readers now not adequately provided for.

The public library will stimulate and encourage individual ownership of books, believing the private library plays an important part in the cultural life of the community.

Personnel

The service of the intellectual and cultural interests of the American people through libraries requires large numbers of educated men and women with good personality and special training. They must understand people as well as books. They should know something about the reading interests and habits of their public. They must know how to share with people their knowledge of books and subjects. Readers' advisory service should be greatly extended so that all readers may have an opportunity to use such service. The librarian who works with the general reader must be something of a sociologist, psychologist, and practical student of community life. He must be trained to work with individuals of many different kinds. The librarian who works with scholars must be a scholar himself. The librarian who works with children and young people should be conversant with literature and capable of introducing it to them, and should be familiar with the best thought in the educational and psychological fields.

The library administrator must be competent to participate in the coordination of all educational, recreational, and cultural agencies in his community. Salaries should be commensurate with education, training, ability, and responsibility.

Schools which are broad enough and specialized enough to train such personnel should be maintained. It is necessary that these schools be constantly adjusting themselves to the changing conditions in order to meet the needs of libraries and society for special types of service, that they should be adequately distributed so that all sections of the country will be served with reasonable ease.

Certification of librarians should be provided for by state law in all states where it is now lacking, as a means of improving library service through raising the standard of library personnel and preventing the appointment of unqualified persons.

The Library and Its Public

The library should become a more dynamic institution, which will assume its full share of responsibility for stimulating curiosity and reading interest to the end that the educational and cultural objectives of the country and the community may be advanced. It must be aware of the adult education movement and of the interest in informal education of all sorts, and do its full share to provide leadership and service.

Books should be more accessible. The library's welcome should be universally understood. The librarian and library assistant should know how to help all sorts of readers of all ages. In school every child should acquire the habit of reading and of turning to books and libraries for information. Books must be available quickly and easily. Regulations should be simple. There should be staff members whose chief work is outside the library establishing helpful relations between the library and organized groups and individuals. Where necessary, books should be delivered to the home.

Every citizen should be conscious at all times of the intellectual and cultural opportunities offered by the library, as the result of continuing publicity for its books and services, through newspapers, radio, moving pictures, distribution of reading lists and reading courses, through book discussion groups, lectures, and other meetings in the library. He should think as readily of the library as a place for education, informal education, as he now thinks of the school. He should learn to think of the library as an indispensable agency for education, where anyone can find not only the materials but also the skilled personal advice and counseling necessary to effective self-study. The library must perfect and extend its advisory personnel and service.

Because some kind of after-use of what one reads is needed to make it one's own, the library should foster formal and informal discussion among readers, and aid in any other practical way to complete the educational process which begins with reading.

The library should seek to deepen the public's conviction that it is an educational institution by cooperation with other educational agencies, supplementing their educational offerings with reading suggestions, and promoting the use of such agencies as a supplement to its own service.

The librarian must not become a propagandist. He can, however, encourage reading on subjects of vital importance to the community and he can help each reader to find the books which are best for him. The reader's freedom and the library's right and duty to furnish material on all sides of controversial subjects must, at all costs, be preserved.

Buildings and Equipment

Buildings and equipment should be provided which are suited to the needs of an expanding program. Plants must be flexible to meet changing conditions and social habits. More study rooms for community activities and discussion groups will be needed. New mechanical devices, photographic equipment for reproducing books, equipment for radio receiving, for

the talking book, and other mechanical devices must be installed. The location and design of the building must be such as to encourage use.

Internal Organization

Internal organization should be controlled by the types of readers and students to be served and should be directed toward encouraging and facilitating use. In research libraries there should be more subject departmentalization, more attention to the specialist and advanced student in the preparation of catalogs and other tools. For the general reader more logical groupings from the reader's point of view may be found; catalogs and bibliographies must be prepared for the non-specialist.

Library Research—Study of Readers

Continuous research, experiments, and studies should be carried on locally, in regions and nationally, to improve library organization and methods, to aid in making reading a more nearly universal method of continuing self-education, and to insure constant improvement of the library's contribution to the changing needs of society.

Library Planning Committees

In each state there should be created a committee of librarians and other citizens to plan for the development of library service within the state in cooperation with the state library agency.

UNIVERSITY OF MINNESOTA

DIVISION OF LIBRARY INSTRUCTION

Summer Session

The summer session has reacted to the general upward trend of business and though there were only three courses offered as against four last summer there have been nine more students, a total of 56. Of these 29 already have degrees, 13 have completed the two year teacher's college course and six are now in college working for a degree. 35 are under appointment to positions next year. They come from nine states and Ontario, Canada and represent 22 colleges. Absence of advanced courses has meant that very few students who have attended previous summers are back which has been felt as a real hardship by the department, since the friendly spirit which they always brought has been slow in developing. That it was developed is evidenced by the fact that a picnic was held at the home of Miss Hutchinson on Tuesday, July 24.

Appointments

Allegro Bennett '30 was married this summer to Arnold Carlson of Thief River Falls.

Harlan C. Brown '31 expects to attend Michigan Library School this next year in pursuit of another degree.

Alice Carlson '34 has been appointed to the Order department of the University.

Lillian Cooperman '29 became Mrs. Hyman Bearman in June.

Irene Helland '31 has been elected librarian at Redwood Falls for the coming year.

Lucile Herian '34 is to be the librarian of the Stillwater County library, Montana, with headquarters at Columbus.

Sigrid Jarpe '31 has been appointed librarian at the Hospital for the Insane at St. Peter.

Beulah Larson '32 has accepted a position in the Duluth Teacher's college library.

Evelyn Lund '31 has been advanced to take Miss Tanner's place in the Order department of the University library.

Mrs. Vivian Magnuson, '32, is employed at the Delinquent desk, Minneapolis Public Library.

Nancy Morrison '34 is to be in the Circulation department of the University library.

Esther Nelson '34 has been assisting in the Division of library instruction for the summer.

Abe Louis Orenstein '32, assistant, St. Paul Public Library was married June 24 to Dena Wellman of St. Paul.

Dorothy Ruble '34 substituted in the Hennepin County medical library during Miss Norris's vacation.

Lucile Runnestrand '33 is to be in the Catalog department of the University library next year.

Mildred Schumacher '34 has succeeded Miss Jarpe as assistant librarian at Glen Lake Sanitarium.

Valborg Tanner '30 resigned her position in the Order department of the University library to become Mrs. Kenneth Olson.

Rhoda Tolstad '31 died at Glen Lake sanitarium July 27.

Thyra Wirtenberger '33 is now Mrs. Theodore Sharp of San Diego, California.

Alumni Association

On June 14, 1934, the University of Minnesota Division of Library Instruction Alumni Association held its annual dinner meeting at the Hasty Tasty Food Shop in Minneapolis, with Eileen Thornton, Social Chairman, in charge of arrangements.

A. Louis Orenstein, Vice President, acted as Chairman, in the absence of Louise Chapman, President, who was away on a motor trip in the East. In the roll call of classes, 1929 to 1934, the class of 1931 appeared to have the record attendance of the six represented.

Irma Kuesel, treasurer, reported 52 paid memberships for the year, and a balance in the treasury of \$63.81.

Irene Fraser, Editor, reported progress on the 1934 edition of Alumni Notes and News, which is to mark the sixth anniversary of the School. It is to be issued in August.

Business of the evening included a vote on the proposal to establish a student loan fund out of the funds of the Association, and the amount of \$20.00 was set aside out of this year's balance as the nucleus of such a fund. The method of administering the fund when it becomes available will be determined after a committee to be appointed to study such methods has reported.

The following officers were elected for the year 1934-35:

Ruth Hall (1930)—President

Gomer Williams (1929)—1st Vice President

Elinor Donohue (1931)—Secretary

Lois Yike (1931)—Treasurer

Bertha Hager, retiring President of the Folwell Club, becomes 2nd Vice President.

The program consisted of a very interesting map talk on South America, given by Dr. Alice Tyler, Associate Professor in the History Department, University of Minnesota. It was a vivid survey of recent political and social developments of the countries of the South American continent in the light of their physical characteristics, the racial origins of the people, and historical backgrounds.

MAUD BRIGGS,
Secretary.

MINNESOTA HIGH SCHOOL LEAGUE

Bibliography for Debate

RESOLVED, That the federal government should adopt the policy of equalizing educational opportunity throughout the nation by means of annual grants to the several states for public elementary and secondary education.

General References Books and Pamphlets

Engelhardt, Fred. *Federal interest in public education. In his Public school organization and administration.* p. 563-4. Boston. Ginn. 1931.

Haggerty, M. E. *Children of the depression.* Minneapolis. Univ. of Minn. 1933. 25p. Illinois. University. *Bulletin* v. 19, no. 17. Proceedings of a conference on the relation of the federal government to education. Installation of David Kinley as president of the University of Illinois, December 1 and 2, 1921. Urbana. Univ. of Ill. 1921. 110p.

Johnsen, Julia E., comp. *Federal aid to education. Reference shelf*, v. 9, no. 3. N. Y. H. W. Wilson Co. 1933. 213p.

—*Federal department of education. Reference shelf*, v. 4, no. 5. N. Y., H. W. Wilson Co. 1926. 129p.

—*Selected articles on a federal department of education. Handbook Series*, II, v. 2. N. Y. H. W. Wilson Co. 1927. 357p.

Kandel, I. L. *Federal aid for education. In his Comparative education.* p. 319-22. Boston. Houghton. 1933.

Keith, John A. H. & Bagley, William C. *Nation and the schools.* N. Y. Macmillan. 1920. 364p.

National advisory committee on education. *Federal relations to education; report. Part I, Committee findings and recommendations.* 744 Jackson Place, Wash., D. C., The Committee. 1931. 140p.

—*Federal relations to education; report. Part II, Basic facts.* D. S. Hill and W. A. Fisher. 744 Jackson Place, Wash., D. C. The Committee. 1931. 448p.

National education association. *Proceedings, 1929. Who shall say what the nation may expect of American schools?* William J. Cooper. p. 250-4. Wash., D. C. The Association. 1929.

—Proceedings, 1932. Report of findings of the National advisory committee on education. Charles R. Mann. p. 203-7. Wash., D. C. The Association. 1932.

—Proceedings, 1932. National advisory committee and the Office of education. William J. Cooper. p. 655-9. Wash., D. C. The Association. 1932.

Phelps, Edith M., ed. Federal department of education. In University debaters' annual, 1925-1926. p. 95-142. N. Y. H. W. Wilson Co. 1926.

President's research committee on social trends. Recent social trends in the United States. v. 1. Education. Charles H. Judd. p. 325-81. N. Y. McGraw. 1933.

Swift, Fletcher H. Federal sources of permanent common school funds. In his History of public permanent common school funds in the United States, 1795-1905. p. 39-80. N. Y. Holt. 1911.

United States. Office of education. Bulletin, 1930, no. 8. Digest of legislation providing federal subsidies for education. Ward W. Keesecker. Wash., D. C. Gov't printing office. 1930. 52p.

—Office of education. Bulletin, 1922, no. 47. Federal aid to public schools. Fletcher H. Swift. Wash., D. C. Gov't printing office. 1923. 47p.

Periodicals

Commonweal 15:117-18 D 2 '31 Report on education.

Congressional digest 13:33-54 F '34 Should federal funds be spent for public education? with pro and con arguments.

Elementary school journal 31:1-3 S '30 Federal relations to education.

—31:94-5 O '30 Federal subsidies for education. Good housekeeping 98:20-1 Mr '34 Tomorrow may be too late; interview with J. Dewey. K. Glover.

Literary digest 111:21-2 D 19 '31 Fight over the proposed department of education.

—116:32 S 23 '33 Plight of our school system. W. W. Parrish.

—116:35 S 30 '33 Crisis in our public school system. W. W. Parrish

Monthly labor review 38:1120-3 My '34 Federal emergency education projects.

National education association journal 21:241 N '32 Safeguarding the schools. J. E. Morgan.

National education association research bulletin 10:203-26 N '32 Facts on school costs.

Nation's schools 9:31-4 Ja '32 Federal relations to education, the new report reviewed. N. V. O'Shea

—12:17-18 D '33 What is the constitutional status of federal grants to states? C. E. Ackley.

School and society 29:406-8 Mr 30 '29 Federal aid to education. F. W. Ballou.

—30:76-9 Jl 20 '29 Who shall say what the nation may expect of American schools? W. J. Cooper.

—31:231-2 F 15 '30 Legislation relative to state school support.

—32:498-501 O 11 '30 Federal government and land-grant colleges; preliminary comments of the executive committee of the Association of land-grant colleges and universities.

—32:636-8 N 8 '30 Declaration of independence in education; discussion of memorandum of progress of the National advisory committee on education. J. T. Wheeler.

—33:246-7 F 14 '31 Land grant college association and the National association of state universities; discussion of C. R. Mann's preliminary report. W. O. Thompson.

—33:299 F 28 '31 Federal aid to rural schools.

—34:307-11 S 5 '31 Contribution of public education to the welfare of the nation. G. D. Strayer.

—34:325-36 S 5 '31 Education under the national government. J. M. Cattell.

—34:737-41 N 28 '31 Federal relations to schools; abstract, with discussion. V. R. Mann.

—37:665-72 My 27 '33 Sources of school revenue. W. C. Reusser.

—38:137-41 Jl 29 '33 National outlook on education. P. C. Stetson.

—38:761-2 D 9 '33 Federal aid for education.

—38:826-7 D 23 '33 School conditions in the midwestern section of the United States.

—39:225-31 F 24 '34 Federal aid for public schools. A. P. James.

—39:238 F 24 '34 Federal relief agencies and education.

—39:289-96 Mr 10 '34 Federal aid, boon or bane. W. F. Russell

School life 17:51 N '31 What should the federal government do for American education? C. H. Judd.

—17:61-4 D '31 National advisory committee on education reports; excerpts and recommendations.

—19:89-92 Ja '34 Since March 4; chronological record of the development of the federal emergency educational program.

—19:101 Ja '34 Negro education and the emergency educational program. A. Caliver.

—19:137 Mr '34 E E P; first nation-wide adult education program.

—19:216-7 Je '34 The emergency educational program. L. B. Alderman.

Scribner 93:129-31 F '33 Crisis in education; are we taking it out on our children? W. J. Cooper.

Survey 70:167 My '34 Plight of the schools.

World tomorrow 16:52-3 Ja 18 '33 Scuttle the schools!

Affirmative References

Books and Pamphlets

National education association. Proceedings, 1919. National aid for education. Margaret S. McNaught. p. 652-4. Wash., D. C. The Association. 1919.

Periodicals

Congressional digest 13:42-3 F '34 American educators offer a plan for federal aid. J. H. Richmond.

—13:85-7 Mr '34 Federal funds in education; progress.

Elementary school journal 30:92-3 O '29 Proposed federal subvention for rural elementary schools.

Literary digest 117:42 Mr 17 '34 See federal aid to schools as imperative.

National education association journal 22:107-10 Ap '33 Sword over education. G. Frank.

—23:45-52 F '34 Education, the foundation of enduring recovery.

—23:93 Mr '34 Government takes steps to aid schools; George-Elzey bill.

—23:105 Ap '34 Needs of the schools presented to congress.

—23:157 My '34 Federal emergency aid for education. J. H. Richmond.

National education association research bulletin 1:69-77 Mr '23 Can the nation afford to educate its children?

Nation's schools 12:15-18 N '33 A sound finance program will save the public schools. J. K. Norton.

—13:20-22 Ja '34 National government must take part in financing education. P. R. Mort.

School and society 30:62-3 Jl 13 '29 Federal aid for rural schools. C. Brand.

—38:225-33 Ag 19 '33 Federal financing of education. W. F. Russell.

—39:90-1 Ja 20 '34 Program proposed for keeping elementary and secondary schools open.

—39:372-3 Mr 24 '34 Congressional hearings on federal aid for schools. J. W. Cammack, jr.

—39:835-6 Je 30 '34 Emergency in education; new bill endorsed by the Committee on education of the House of representatives.

—40:41-48 Jl 14 '34 Federal aid to education. G. F. Zook.

School review 42:161-4 Mr '34 National educational emergency and a federal program.

Negative References

Books and Pamphlets

Graves, Frank P. The nation and education. In his Administration of American education. p. 566-605. N. Y. Macmillan. 1932.

National education association. Proceedings, 1928. Equalizing principle in state school support. Albert S. Cook. p. 705-13. Wash., D. C. The Association. 1928.

—Proceedings, 1931. United States office of education and the rural child. William J. Cooper. p. 236-9. Wash., D. C. The Association. 1931.

—Proceedings, 1932. How one state has met the problem of financing education. Russell Dearmont. p. 602-9. Wash., D. C. The Association. 1932.

Periodicals

Forum 89:365-9 Je '33 School crisis, and what can be done about it. J. Metzenbaum.

Minnesota municipalities 16:143-7 Ap '31 State aid for education. H. Henderson.

National republic 19:12 Ja '32 Federal control of education.

Nation's schools 14:12-15 Jl '34 The real peril of federal subsidies. J. J. Tigert.

Review of reviews 90:35-7 Jl '34 The peril of subsidies for education. J. J. Tigert.

School and society 29:845-6 Je 29 '29 Federal and local support of schools. R. L. Wilbur.

School life 17:85-6 Ja '32 North Carolina's school tax revolution. A. T. Allen.

The above books and periodical material may be borrowed for two weeks from the Library Division, State Dept. of Education, Room 369 State Office Building, St. Paul, Minnesota.

A supplement to this list will appear in the December number of "Library Notes and News". Because of the earlier printing of this issue, not all the debate material has been received for entry.

IRMA H. KUESEL
Reference Librarian.

RECENT BOOKS OF MERIT

Non-Fiction

Sherman, Ray W. If you want to get ahead. Little, 1934, 1.50. 170

Financially, that is. Obvious and elementary advice but convincing and worthwhile. A 1934 Marden model.

Atkins, Willard Earl. Our economic world. Harper, 1934, 1.68. 330

Intended as a high school text, this is a helpful introduction, in the modern manner, with numerous illustrations. Should be useful in adult education work.

Ogburn, William Fielding, ed. Social change and the new deal. Univ. of Chicago Press, 1934, 1.00 (paper). 330.9

The social changes in 1933—Economic recovery, Money and Finance, Recovery law, Unemployment and relief, Labor, Agriculture, Education, Tennessee basin, etc.—are appraised by the twelve editors of the American Journal of Sociology. Clear and brief and should be useful.

Rugg, Harold Ordway. Social reconstruction. Day, 1933, .85 (paper). 330.9

This is a study guide, with outlined information and copious reading lists, for forum leaders, group and class discussion. It analyzes the Roosevelt government, its trends and factors, the proposals for reconstruction, international problems, etc.

Perkins, Frances. People at work. Day, 1934, 2.50. 331.8

Interest in the first woman cabinet member will create a demand for her outline of American labor protection and her program for working people.

Engelhardt, Fred. Minnesota public schools. Educational Test Bureau, 1934, 1.50. 370.9

All Minnesota libraries will have occasion to refer to this frequently.

Pitkin, Walter Boughton. New careers for youth. Simon, 1934, 1.50. 607

"Today's job outlook for men and women from seventeen to thirty-two." A radical departure from the conventional advice on

vocations. Based on apparent authentic research, written in slap-dash fashion, it presents, however, a point of view essential under existing conditions.

Platt, Rutherford Hayes, ed. Book of opportunities: a dictionary of jobs; personal sidelights on 3500 American occupations; rev. ed. Putnam, 1933, 3.00. 607

A great amount of definite information is given, with many excellent reading lists. Encyclopedic and up-to-date.

Read, Arthur Davis. Profession of forestry. Macmillan, 1934, 1.25. 607

All libraries near CCC camps will need this book. Also as an addition to their vocational collections which are so essential now.

Wright, Richardson Little. Story of gardening; from the hanging gardens of Babylon to the hanging gardens of New York. Dodd, 1934, 3.00. 716.9

The general reader as well as the garden lover will enjoy this book which has many delightful contemporary illustrations. There is little in this field.

Craven, Thomas. Modern art, the men, the movements, the meaning. Simon, 1934, 3.75. 759

Highly controversial and most readable, to be used where there is an active interest in art personalities.

Knapp, Jack Stuart. Lighting the stage with home-made equipment. Baker, 1933, 1.25. 792

For the many communities which are doing definite work in amateur play production, this is a manual of the very simplest equipment which is available in any group. Very useful.

Howard, Sidney. Yellow Jack. Harcourt, 1934, 2.00. 812

The stirring and dramatic "Walter Reed" chapter of Microbe Hunters is a current Broadway success receiving much praise.

Wilson, Dorothy Clarke. Twelve months of drama for the average church. Baker, 1933, 1.75. 812.08

This contains twelve one-act plays, with suggestions for appropriate services in connection.

Faris, John Thomason. Roaming American playgrounds. Farrar, 1934, 3.00. 917.3

The Minnesota material included makes this additionally useful. It describes "cities, coasts, mountains, caverns, rivers, lakes and ranches." Indexed.

Kirkland, Winifred Margaretta. Girls who became artists. Harper, 1934, 1.00. 920

Wanda Gag, Pamela Bianco, Marguerite Kirmse, Cecelia Beaux, Mme. LeBrun, Janet Scudder, Malvina Hoffman, etc., are discussed in brief chapters suited to high school reading.

Sharp, Robert Farquharson. A short biographical dictionary of foreign literature. Dutton, 1933, .70. 920

Over 500 European non-English writers are indexed. With the present interest in literature from abroad, this is frequently helpful.

Ashford, Bailey Kelly. Soldier in science. Morrow, 1934, 3.50. 921

An army doctor, whose life has been as dramatic as that of Walter Reed, writes engagingly of his work. He discovered hookworm. A fine biography.

Doyle, Mrs. Helen M. MacKnight. A child went forth. Gotham House, 1934, 3.00. 921

A California pioneer among women physicians, Mrs. Doyle grew up on a New York farm, worked in an eastern factory, lived in a Dakota sod-house. An unusual life, of wide appeal, and a good library purchase.

Firkins, Oscar W. Memoirs and letters. Univ. of Minnesota Press, 1934, 2.50. 921

Many Minnesota libraries have readers who knew Oscar Firkins. They and others will appreciate this memorable volume.

Tan Shih-hua. A Chinese testament. Simon, 1934, 3.00. 921

The moving account of the boyhood and youth of a young and modern Chinese intellectual. Will be generally enjoyed.

Grenfell, Sir Wilfred Thomason. Romance of Labrador. Macmillan, 1934, 4.00. 971.9

Includes its history, geology, animal life, and material on the Eskimos and Indians. Buy where needed.

Rasmussen, Christian A. History of the city of Red Wing, Minnesota. Author, 1934, 2.00. 977.6

An addition to our state history shelf.

Fiction

Boileau, Ethel. A gay family. Dutton, 1933, 2.00.

Another example of delayed popularity. The story of a modern English family, portrayed in a manner variously described as crisp, sparkling, entertaining, witty.

Bridge, Ann, pseud. Ginger griffin. Little 1934, 2.50.

Takes its readers into Peking diplomatic circles. Another phase of China to round out the picture given by Louise Miln, Pearl Buck, Nora Waln, Alice Hobart, etc.

Delafield, E. M., pseud. The provincial lady in America. Harper, 1934, 2.50.

Readers who have enjoyed her previous diaries will appreciate her tribulations and uncertainties as the guest of her American publishers.

Hilton, James. Good-bye, Mr. Chips. Little, 1934, 1.25.

Appearing first in the Atlantic Monthly, this fine and sympathetic picture of an English schoolmaster is appreciated by many.

McKee, Ruth Eleanor. Lord's anointed; a novel of Hawaii. Doubleday, 1934, 2.50.

A librarian has pictured the life of early missionaries to the Islands. Valuable for its presentation of a little-known bit of history.

Niles, Mrs. Blair. Maria Paluna. Longmans, 1934, 2.50.

Guatemala during the Spanish Conquest is the setting for a love story of unusual charm. Adds variety to fiction shelves.

Pound, Arthur. Once a wilderness. Reynal, 1934, 2.50.

A huge patriarchal farm is peopled with a large family which will interest many readers. An important addition to the list of farm novels.

Stribling, Thomas Sigismund. Unfinished cathedral. Doubleday, 1934, 2.50.

Libraries having the first two volumes of the trilogy which this completes will buy this. Otherwise not necessary in small collections.

Swanson, Neil Harmon. The phantom emperor. Putnam, 1934, 2.50.

An almost unknown episode in American frontier history, based on the diary of McLeod, who became President of the Council of the Minnesota Territorial Legislature, is climaxed by a battle at the Falls of St. Anthony.

LIBRARY AIDS

American Library Association

The Library's Own Printing, by Frank K. Walter, replaces the author's earlier manual for the librarian, the assistant or the student with limited knowledge of printing problems and processes. It discusses the library's use of printing, its importance, and tells, by following the job from editor to bindery, how to achieve good results. It is a decidedly practical book. Its price is \$1.50.

Countrywide Library Service, by Ethel M. Fair, considers the larger administrative unit as the ideal for effective library service. There are excerpts from articles representing many points of view and many sections of the country. Emphasis is on rural districts. The price is \$2.50.

Sixty Educational Books of 1933 is an annual list prepared by the Enoch Pratt Library and reprinted from the N. E. A. Journal. It is generally annotated, is four pages in length and priced at fifteen cents.

Guide to the Official Publications of the New Deal Administrations, by Jerome K. Wilcox, is a checklist of the material issued by the many emergency administrations in Washington. It identifies the "Washington alphabets," cites authority for their establishment and lists the publications of each. A Government Organization Chart is folded into each copy. The price is \$1.00.

Public Documents, edited by A. F. Kuhlman, is a collection of the papers read at the 1933 A. L. A. Conference by some of the best document librarians, social research workers, etc. There are tables listing every division of ten departments at Washington and of independent offices and bureaus, indicating how their publications may be obtained. There is information here nowhere else available, covering state, municipal, federal and foreign documents. Useful to both small and large libraries and priced at \$1.75.

Miscellaneous

Minnesota: a brief study of its history, industries and political life, has been prepared for Minnesota D. A. R. chapters by Mrs. Fred. Schilpin at St. Cloud, from whom it may be obtained for five cents.

TRAVELING LIBRARY NOTES

Recreational reading for CCC camps and camps for transients, books for their educational advisers, books for adult education classes, books for rural teachers working with the new curriculum and increased demands from the general readers who borrow from the Traveling Library resulted in a circulation growth of nearly 10,000 books and 1600 pictures the last year. This is a matter of real satisfaction to the Library Division, since no special publicity was sent out. What will the winter of 1934-35 bring to libraries?

Several weeks have been spent in revising the picture collection to accord with the history and geography curriculum for schools. This will mean a great saving of time in filling picture requests next winter and has resulted in many additional pictures of school interest. Librarians are urged to advertise this picture collection to their teachers and club women next fall. A new list has been made of the subjects on which there is picture material, which we will be glad to mail to librarians for reference.

The open shelf collection has been revised again to dispose of the out-of-date material in the 300's, which has "aged" so rapidly the last year or two. We hope to buy many new titles in this field and among technical books. An order has also been placed for many books asked for in the new curriculum. So many rural teachers, handicapped by inadequate libraries, rely on books borrowed from the Library Division.

An exhibit of books for recreational reading and a list for distribution were presented at the annual Farm School meeting of the agricultural instructors during the first week in June.

Three new mimeographed lists have been prepared—on fine arts, agriculture and the picture collection.

Books received for the International Mind Alcove are: **Wicksteed**, My Russian neighbors; **Powell**, Undiscovered Europe; **Spencer**, Government and politics of Italy; **Rothery**, Sweden. With these there were six books for children.

Among the books added to the open shelf are: **Adams**. Gorgeous hussy. **Flandrau**. Indeed this flesh. **Carmer**. Stars fell on Alabama. **Clay**. Mainstay of American individualism. **Coffman**. The state university. **Cragg**. Understanding investment. **Engelbrecht**. Merchants of death. **Epstein**. Insecurity. **Haggard**. Mystery, magic and medicine. **Holaday**. Getting ideas from the movies. **Holmes**. Rural sociology. **Kilpatrick**. Educational frontier. **Kirk**. Bookkeeping for immediate use.

National Recreation Association. New leisure challenges the schools.

Sims. Elements of rural sociology.

Tugwell. Our economic society and its problems.

Warren. Prices.

All librarians wishing traveling library collections this fall should write in early. They will then receive better collections more promptly.

MILDRED L. METHVEN,
Librarian.

The Library Division has the *Essay and General Literature Index*, parts 1-6, January, 1931-July, 1933, which it will give to any Minnesota library which can use it.

PERSONAL

A visit from Helen Ferris, editor-in-chief of the Junior Literary Guild, was greatly enjoyed by librarians of the Twin Cities, May 31-June 2. Miss Ferris spoke at a luncheon meeting at the Women's City Club, St. Paul, on Ideals and standards in book-production for children and young people. Other guests of honor were: Emma Brock, Elsa Jemne, Mrs. Carol Ryrie Brink, authors and illustrators of children's books. At a dinner given by the school librarians at the Minneapolis Women's Club, an informal talk on her literary experiences was given. Editors, book-sellers and educators were among the guests.

Miss Ferris also spoke to the library classes at the University of Minnesota and the College of St. Catherine on her experiences as editor of *The American Girl* and *Youth's Companion*. Her vivacity, sincerity of purpose and fine sense of humor left a delightful impression with all those who had the opportunity to hear her.

Amy C. Moon, Chief of Catalog Division of the St. Paul Public Library has been appointed a member of the A. L. A. Committee on Library Terminology for the coming year.

Edah F. Burnett, Fine Arts Department of the St. Paul Public Library, has been appointed a member of the Committee on Library Architecture and Building Planning. Mr. Samuel H. Ranck is chairman of the Committee.

Florence Ross of the repair department of St. Paul Public Library and Webster Sterba were married June 9th at the home of the bride's parents in Faribault, Minnesota.

Bernard Lemke of the Ramsey County Library Service was married to Dorothy Obst on July 7th at St. Agnes Catholic Church, St. Paul.

Dorothy Hurlbert, formerly librarian at Hibbing, has been included in the list of active genealogical researchers of the U. S. in the *Handbook of American Genealogy* recently issued by the Institute of American Genealogy of Chicago.

Miss Hurlbert has established a winter home at Bradenton, Florida, but is spending the summer in her cabin on Star Island, Cass Lake.

Mrs. H. Ingalls, librarian at Crosby for 14 years, died June 16, while visiting at Sentinel

Butte, N. D. Mrs. Ingalls resigned her position last January on account of failing health.

Mrs. Pearl Byerla Baker has been elected to succeed Mrs. Helen Teeter Banker as librarian at Aitkin.

Margaret Fulton, school librarian at Mankato, has been given a year's leave of absence to do graduate work at the University of Chicago Library School. Mary M. Kraus, librarian at Franklin Junior High, will be in charge during her absence, and Mary Helen Heckel, Wisconsin '34, will be librarian at Franklin Junior High.

NEWS FROM PUBLIC LIBRARIES

Finance

Red Wing—The city council voted the library board a special appropriation of \$700 to meet present obligations.

Two Harbors—Because the library fund was exhausted, the city council voted to issue warrants to meet expenses until taxes came in in July. A 3-mill levy in place of the present 2-mill levy will be submitted to voters at the fall election. The county commissioners will also be asked to levy a mill tax next year because of the wide-spread use of the library in rural sections of the county.

County Libraries

Brainerd—Because there are 750 library patrons living outside of Brainerd, the library board asked the county commissioners to consider an appropriation to the library fund. The matter was laid on the table at the July meeting.

Rochester—A committee of the Olmsted County Federation of Women's Clubs appeared before the County commissioners in June to request that an appropriation of \$500 be made to the Rochester Public Library to provide library service to the county outside of Rochester.

Buildings and Improvements

Lindstrom—The library moved into its new room in the village hall July 1st, and held a formal opening, July 21. A silver tea raised \$31 to pay for drapes and fixtures. The proceeds of a bake sale will be spent for new books. The Commercial Club is providing chairs and a reading table.

Wadena—A room 45 x 25 for the public and school library has been planned in the new auditorium on the school grounds, to be ready about December 1st. The library hopes eventually to erect a building on the library lot now owned by the city.

Austin—A special appropriation of \$1500 was made by the council to equip a children's room in the basement.

The library club rooms at **Buhl** have been redecorated, and the library grounds at **Cole-raine** improved by re-planting of shrubs.

Gifts

Minneapolis—A painting of "Fort Snelling in 1850," by H. Lewis, has been given to the library by the Walker family. This picture with its companion piece, "The Falls of St. Anthony in 1850" will be placed in the reference room.

Owatonna—Two wicker chairs and a handsome framed picture of St. Angelo's, Rome, were presented to the library by Mrs. George Smitton (Georgia Crandall) in memory of her father, C. S. Crandall.

Herbert Luers presented his mother's desk and desk chair in her memory. Mrs. Crandall served the library faithfully for many years as a director.

These contributions become part of the furnishings of the art sun room which will be used by club committees and discussion groups.

Rochester—Through the courtesy of the Kiwanis Club the public library has received a "Talking Book" to be used by the blind.

Stillwater—The public library was awarded a prize of \$50 worth of juvenile books from Hertzberg Binderies, Des Moines, for suggesting the name "Kinder" for their new juvenile bindings.

The following libraries have been added to the list of **International Mind Alcoves**: Albert Lea, Detroit Lakes, Lake Crystal, Lanesboro, Pine City, Spring Valley, Winona.

Exhibits

International Falls—An interesting display of Indian handicrafts by students in the Indian school at Nett Lake was shown in the window of the public library.

Stillwater—An exhibit of paintings, etchings and craftwork by members of the Art Colony conducting a summer school in Stillwater was held at the public library for a fortnight in June.

Summer Reading programs were carried on by library clubs for different grades at **Buhl**, the "Book Worms" at **Faribault**, a travel contest at **Rochester**, and a history contest for children under the senior high at **Worthington**.

OLD CHILDREN'S BOOKS AND MAGAZINES

St. Paul Public Library

The Children's Room is indebted to Mrs. Lois Hatton of the St. Paul Dispatch for a generous gift of three volumes of Peter Parley's Magazine and Merry's Museum which date back to 1862-5. During the past five years we have been fortunate in obtaining by gift between fifty and sixty examples of old-fashioned children's books through the generous cooperation of Miss van Buren, Public Library, Owatonna, and Miss Beals, Mankato. From Miss Beals, we obtained a copy of the *Nursery*

Magazine which her family brought with them from New England, in the early days of Minnesota history. Through Miss van Buren's cooperation we have been able to fill in gaps in the book collection. The gifts she has made represent interesting developments both in the writing and the illustrating of children's books.

Before the burning of the St. Paul Public Library in 1915, the Children's Room had begun to make real progress in the development of a historical collection of children's books. The fire, however, destroyed everything that was not in circulation. Replacing that collection has been a matter of slow and gradual growth, but in the last five years we have added some three hundred titles. This collection is used by the newspapers, authors, illustrators and historians as well as students of research in the field of children's literature.

When the epidemic of house cleaning sets in in the spring and fall of the year, the Children's Room is likely to benefit. We are especially anxious to obtain examples of children's magazines published previous to 1875, together with examples of children's books, Geography, History, and Reading Textbooks.

If there are libraries in the State who are not developing this phase of Children's Work who come across interesting examples of children's books or children's magazines, we should be most grateful for any cooperation they can give in bringing such titles to our attention. In the event they are duplicates of material we already have, we forward them to the University where they are used as source material for the building up of a basic collection in the Library School.

DELLA MCGREGOR,
Children's Room,
St. Paul Public Library.

NOTES FROM THE INSTITUTIONS

Miss Dorothy Georgeson, 1933, University of Minnesota Library School, has been appointed as assistant librarian in the Headquarters' Office.

Miss Mary Heenan, School for the Blind, expects to be in the East for her vacation so that she may have the opportunity of spending as much time as possible at the library of the Perkins Institution, Watertown, Massachusetts.

Miss Sigrid Jarpe, 1932, University of Minnesota Library School, has been appointed full-time librarian at the St. Peter State Hospital, to be in charge of both the patients' and medical libraries, to begin work July 1.

Miss Helen Witherspoon, on August 1, is to take over her duties as librarian at the State Training School for Boys at Red Wing.

The Round Table for Hospital Librarians at the Glenwood meeting of the M. L. A. is to be for Institution Librarians as well, the chairman has decided, inasmuch as the quota of actual librarians in institutional work is increasing so rapidly.

Several of the Institution Libraries are about to receive pictures for their walls from the Public Work of Arts Project. These will be either oils, water-colors, lithographs, etchings, or wood-blocks and depict the American scene.

Hospital Libraries

Dr. R. E. Scammon, Dean of Medical Arts of the University of Minnesota, spoke on Hospital Libraries at a general session of the Minnesota Hospital Association meeting in Rochester, May 25. Miss Countryman, Mrs. Bailey, with several other hospital librarians from Minneapolis were present, also Miss Witherpoon and Miss Jones, who discussed Dr. Scammon's paper.

The following bulletin has been received by the Supervisor of Institution Libraries and will be loaned to anyone who is interested: *Les Biblioteques d'Hospital a Catalunya*, by Maria Miralda. This bulletin, published by the Library School of Catalonia, Spain, includes such sections as:

1. First steps in the organization of libraries in clinics and hospitals.
2. The usefulness of these libraries and the opinions of doctors on the efficacy of reading during convalescence.

3. Some North American libraries and hospitals.

4. The hospital library of Europe.

Except for a brief statement of the formation of the International Committee of Hospital Libraries, the last half of the Bulletin is concerned with the organization and administration of hospital libraries in the neighborhood of Barcelona. A list of books for their clinics and hospitals adds to the interest.

CWA Help

Miss Rosabelle Kelp, 1932, Library School of the College of St. Catherine, was employed in the office of the Supervisor of Institution Libraries from December 8-May 1, under the CWA project for women. The assistance made possible by this means was much needed and very helpful.

PERRIE JONES,
Supervisor of Institution Libraries.

SCHOOL LIBRARIES DEPARTMENT

A SCHOOL LIBRARIAN AT THE MONTREAL MEETING

In looking back over the School library section meetings of the annual American Library Association Conference at Montreal, I have searched my memory for a keynote or key word, such as "integration" which cropped up everywhere at the Chicago meeting, but I fail to find such a word. In a way I am rather glad. While it is valuable to get the viewpoint of a variety of people on a vital subject in school library work, yet it is rather nice especially since the two conventions came so close together and so many of the same people attended both, to meet with an entirely different type of program, a program which was varied in content and interest.

To the secondary school librarian the talk of Mr. Dwight E. Porter, principal of the Omaha Technical High School, was a thrilling event. To sit and hear a school executive talk about what has actually been accomplished in making the library the center of the school, physically, mentally and spiritually for every child enrolled, was like hearing a beautiful dream come true before your eyes. He poked holes galore in that old bugaboo, the studyroom library combination. He banished the studyroom from the school scene entirely, leaving the library alone in all its glory as the social center of the school and the only place where the pupils can go when not in the classroom. He showed what can be accomplished when enrollment figures, seating capacity, trained librarians, and teachers are adjusted to make a perfectly balanced school library program, and demonstrated it on a basis of financial saving to the school system. Our only wish was that instead of talking to a room full only of librarians that he had before him school principals, superintendents, and a few architects for good measure.

A large audience gathered in the high school auditorium the afternoon of the award of the Newbery medal. Miss Anne Carroll Moore, of the New York Public Library, talked entertainingly and inspiring of children's books of the past and of those who helped to make them, of authors, editors, and illustrators. It is a treat to the young librarian coming perhaps to her first library convention to hear a woman talk so freely and so graciously from her own vast experience and to become aware of the serenity and poise which I think is characteristic of the older generation of librarians. At the close of Miss Moore's talk, the Newbery medal was awarded to the author of "Invincible Louisa," Miss Cornelia Meigs. Comments from every side indicated entire approval of the award. Tea was served in true Canadian style under the huge trees that form a part of the McGill College campus and everyone had a chance to say a word or two to Miss Meigs and Miss Moore. It is an occasion such as this that makes conventions memorable.

The school library dinner was a delightful affair. It was held at one of the French hotels, with French music from the radio, with a many course French dinner, French cigarettes, and French chansons. The program, however, was typically plain American of the pioneer type, real pioneers, school library pioneers. Somewhere, sometime, I hope the talks presented at that dinner will be preserved for future school librarians so that they may have some idea of the work that went into blazing the trail which they now tread as an open paved road. Anna Clark Kennedy, of the New York State Department, presided. She read from letters written by Mary E. Hall, of the Girls' High School, Brooklyn, letters written at 4:30 in the morning, telling why she was unable to be at the meeting and recalling early days. As the program progressed it was amusing to hear how one after the other mentioned letters

from Mary E. Hall. Her correspondence must have been voluminous and apparently always close and personal. No wonder that 4:30 in the morning found her writing to her library friends. The talks of pioneer days were given by Lucile Fargo, now of Columbia University, Martha Wilson, of the Lincoln Library at Springfield, Ill., a pioneer in school library work in Minnesota, Mary Richardson, of Geneseo Normal School, and Mary Davis of Brookline. Regrets were expressed that such pioneers as Harriet Wood and Annie Cutter could not be present, and tribute was paid to the name of Marion Lovis. The personal reminiscences and amusing experiences of these early days made one realize the long way we have come in a very short time, for it is only as far back as 1910 and 1920 that this pioneer work was done.

The most vivid picture that one carried away from this dinner in spite of the fact that the person was not there, was that of a bright eyed, tireless worker, who sensed every tiny movement in the school library field and voluntarily put herself in touch with it, joyously giving aid and inspiration to its growth. Her letters took the place of the printed handbooks and manuals of today. Instead of consulting "Fargo" and "Wilson" in the form of textbooks, the beginner wrote to Mary E. Hall and from Mary E. Hall came at once the answer to solve all the troubles. It sounds much more fun to consult people than books,—perhaps if we all could get ourselves awake at 4:30 in the morning to write letters on library problems we would find still a greater joy in being school librarians.

MARGARET R. GREER,
Librarian, Minneapolis
Board of Education.

RECENT CHANGES IN PERIODICALS

Frank K. Walter, Librarian,
University of Minnesota

Summary of a Talk before the Range School
Librarians' Association, Aurora, Minn.
May 5, 1934

Change is a normal condition of periodicals, which must reflect the change of opinions of their readers. On the other hand, too much or too rapid change is equally risky. Some stability of purpose and subject is necessary to hold any group together, whether periodical readers or a political party. Even periodicals of general appeal must be fairly consistent in their practice to make possible an appeal to the more or less varied groups which constitute their readers; for example, the regular inclusion of political articles, a woman's department, book reviews and a general editorial policy. These are among the reasons why radical changes in periodicals have been comparatively few in the past few years. Economic conditions have cut down subscription lists and advertising and have caused some suspensions, combinations and discontinuations, but not enough to lessen to any great degree the question of cost of periodicals in libraries.

General periodicals for popular use have been swinging toward the left, or at least the center. Few really conservative ones remain.

The SATURDAY EVENING POST and NATION'S BUSINESS are still conservative and capitalistic in general tone. THE NORTH AMERICAN REVIEW is not in any sense red and the NEW OUTLOOK, after a period of restrained liberalism under Alfred E. Smith, is again for the most part conservative. On the other side, THE ATLANTIC MONTHLY (always liberal in spite of its literary reputation), HARPER'S and SCRIBNER'S are extremely frank and advanced, when judged by older standards and the FORUM, true to its name, is now professedly "a journal of controversy" and "useful in debate work", that perennial problem of the librarian. Few, if any of the older liberal papers, the NATION or the NEW REPUBLIC, have changed their general tone. A new comer, TO-DAY, under the editorship of Dr. Moley, is apparently an unofficial organ of the New Deal and its myriad alphabetical children. The COUNTRY GENTLEMAN has become virtually a monthly rural life supplement to the SATURDAY EVENING POST. It shows growing emphasis on the wider economic aspects of agriculture, rural life and public health.

Magazines dealing with current affairs have increased in number. Though the neutrality of the LITERARY DIGEST seems to be fairly well maintained, a more positive policy seems to be gaining in favor in this class. The SURVEY and SURVEY GRAPHIC have separated to meet the needs of socially minded readers interested in both the popular and more technical phases of social work. The extremely popular TIME meets the desires of readers who like their news flavored with opinion and smartness.

TIME is typical of many "digest magazines" which save time for the would-be reader harassed by the demands of radio, bridge, golf, the movies or other major intellectual activities of to-day. The best of these digests are excellent as a guide to fuller treatments. The READER'S DIGEST and CURRENT DIGEST are widely circulated in libraries as well as rather generally purchased by individual readers. The poorer magazines of this type conceal their shallowness under smart phrases and delude the reader into thinking he is thinking. The popularity of this type may be partly caused by growing interest in broader state and national policies. The popularity of radio broadcasters of current events is another aspect of this interest. On the contrary, some consider it an indication of growing mental laziness and unwillingness to think things through for oneself. They point to recent examples of national propaganda and mob thinking. They note the increase of digests at practically all periods of national degeneracy from the late Roman Empire and the middle ages to several rather sterile periods of the nineteenth and twentieth centuries. Whatever their cause or their effect, the digest magazines are here.

Popular radio and moving picture magazines show little or no apparent improvement. They include mostly cheap stuff about cheap people. The RADIO GUIDE, a weekly, published in several regional editions, is useful for its detailed programs for the coming week.

Children's magazines show no marked improvement. JOHN MARTIN'S BOOK, the venerable YOUTH'S COMPANION and the ST. NICHOLAS (at least as they used to be) have all gone. No

real substitute for these for girls' reading seems available. The present *ST. NICHOLAS* is perhaps as good a magazine as we have for younger children. The *AMERICAN BOY* (including the *YOUTH'S COMPANION*) and *BOYS' LIFE* seem to lead their class in popularity. The *AMERICAN GIRL* still leads in its own field.

Children's librarians rather generally are not seriously alarmed at this scarcity of children's magazines. They seem to feel that well-selected books are usually better than most of the juvenile periodical literature. Here again there is disagreement of opinion. Optimists think children are generally more mature and show better reading tastes. Pessimists think that children's programs on the radio, moving pictures and newspapers have driven out the children's magazine. Two newcomers, still too new to be definitely judged but which seem promising for adolescents and adults alike are *LEISURE; SOMETHING FOR EVERYBODY* (monthly, \$1), and *TEMPO; A MAGAZINE FOR MUSIC LOVERS* (monthly, \$1).

Educational magazines show a tendency to consolidate or to quit publication. *THE HISTORICAL OUTLOOK* has become *SOCIAL STUDIES* under the sponsorship of the American Historical Association. Periodicals dealing with educational specialties are apparently not increasing. Recent attacks on educational expenditures may be partly the reason for the apparent decline in novel educational activities involving additional expense.

ART (THE AMERICAN MAGAZINE OF ART), has become much more useful to the small library. All art magazines have become more frank in their illustrations and most of them will occasionally shock the ultra conservative.

There is considerable significance in the apparent growth of use of news stand "pulp" magazines. Many die early, but their places are usually taken by new ones. Their very number is appalling, to say nothing of their sensational covers and contents. They defy close classification, but representatives of the following types may usually be found: (1) The sensational emotional, often dealing with screen stories and torrid love episodes; (2) The erotic, which are usually so brazen that no intelligent person need be deceived as to their character; (3) The adventure and detective, the best of which include contributions of some note and at least average literary ability which are sold by the tens of thousands to readers of all kinds; (4) The mystery and horror—some stages below the preceding class in merit and so highly-flavored with horror as soon to pall anyone of even average intelligence; (5) the pseudo-scientific. Some of this last class are worth while, such as *POPULAR MECHANICS*, *HOME WORKSHOP* and occasional ones dealing with aviation and the radio; (6) western, often combined with general adventure stories and more popular than their average merit deserves; (7) gangster stories, generally poor and often barred from open sale.

All these kinds of magazines circulate among widely different types of readers. The "low brow" may read them to get the more or less inaccurate information they include, but does so more often to gratify morbid tastes and to "get a kick" which more respectable reading fails to give. The "high brow" reads them

either presumably to see how the other half lives or, because of their obvious unreality, as a mental sedative. In reality, he often has no higher motives than the confessed "low brow" who uses them for mental slumming.

The "pulp" magazine is a problem to be faced, and not merely discussed. It is a product of the times. Its use can be lessened if not eliminated. It should of course usually be excluded from libraries, but substitutes in the form of easy, exciting fiction and popular articles which are not fiction must be provided. There is no merit in being offensively righteous about either exclusion or substitute. The best the library users will read must be discovered by actual observation. Like the formation or modification of any other habit, the cheap magazine habit will react differently on different readers and its cure or palliation will likewise differ according to the different abilities and attitudes of the readers concerned.

PERIODICALS SUGGESTED FOR SCHOOL LIBRARIES

A Minimum List

Subscriptions should cover the summer months and back numbers should be preserved for reference work. All periodicals are monthlies unless otherwise stated.

Indexed in Readers' Guide

American home	\$1.00
Atlantic monthly	4.00
Better homes and gardens	.60
Current history	5.00
Harper's magazine	4.00
Hygeia	2.50
Literary digest	4.00
National geographic magazine	3.50
Nature magazine	3.00
Parents' magazine	2.00
Recreation	2.00
Review of reviews and World's work	3.00
School and society	5.00
School arts magazine	3.00
Scientific American	4.00
Survey graphic	3.00

Not Indexed in Readers' Guide

American builder and Building age	2.00
American observer (weekly, special price for groups)	3.00
(A current events paper)	
Forecast (Food magazine valuable in any library for several departments)	2.00
National parent-teacher magazine	1.00
(Formerly Child welfare)	
Popular homecraft (bimonthly)	2.00
Readers' guide to periodical literature	
(This important aid is sold on a service basis. The price is adjusted to the number of periodicals taken. Write H. W. Wilson Co., New York City.)	
Subscription books bulletin (quarterly)	1.00
(An important book selection aid published by the American Library Association)	
The spyglass (quarterly)	.75
(A children's nature magazine)	

HARRIET A. WOOD.

SCHOOL LIBRARY AIMS, STANDARDS AND RECOMMENDATIONS

The standards of the North Central Association of Colleges and Secondary Schools, while affecting directly one hundred and twenty high schools in Minnesota, are of interest to all schools as they show the general trend of educational thought and procedure. The emphasis upon the library and professionally trained librarians is marked. The Association is conservative. Its intention is to lead rather than to dominate the local school. Standards are requirements for listing while "recommendations are guiding principles suggested in the interests of improvement."

The points affecting the school library are quoted from the latest revision, April 21, 1934 for the use of school executives and librarians. Only by using the lists and training provided by library agencies of the nation and the states may the book collection become adequate and the service of the school librarian efficient.

Aims

The aims of the North Central Association of Colleges and Secondary Schools are . . . adequate library and laboratory facilities, and higher standards of scholarship.

Standards

Standards are rules for the government of high schools which may be violated only upon penalty of warning.

* * * *

Standard 2—Science Laboratories and School Library.

* * * *

(b) The School Library. The number and kind of books, reference materials and periodicals must be adequate for the number of pupils enrolled and must meet the needs of instruction in all courses of study offered. The library must be easily accessible and the books shall be classified and catalogued.

* * * *

Standard 5—Instruction and Spirit.

The efficiency of instruction, the acquired habits of thought and study, the general intellectual and moral tone of a school and the co-operative attitude of the community are paramount factors, and therefore only schools that rank well in these particulars, as evidenced by rigid, thorough-going, sympathetic inspection, shall be considered eligible for the list.

* * * *

Standard 8—The Teaching Load.

An average enrollment in the school in excess of thirty pupils per teacher shall be considered as a violation of this standard. For interpreting this standard the principal, vice-principals, study hall teachers, vocational advisers, librarians, and other supervisory officers may be counted as teachers for such portion of their time as they devote to the management of the high school.

Recommendations

Recommendations are guiding principles, suggested in the interests of improvement of secondary education, and are not to be considered as a basis for warning, advising or dropping a school.
(Printed in large type in the North Central Association's leaflet.)

6. The Association recommends the following provisions for library maintenance: Personnel

- (a) Schools of 1,000 or more pupils, at least one full-time librarian who is professionally trained and holds a bachelor's degree or its equivalent.
- (b) Schools of less than 1,000 pupils, part-time teacher-librarian with technical library training.
- (c) Proper allowance for library aid.

Books and Periodicals

- (a) Catalogued library of 800 live books chosen so as to serve school needs.
- (b) About 15 periodicals chosen to serve the school needs.
- (c) Proper allowance to be made for public library aid.

Budget

- (a) At least \$200 per year for books and periodicals.
- (b) At least 75 cents per pupil, according to local conditions.

M. E. A. PUBLIC SCHOOL LIBRARIANS SECTION

Our library committee for M. E. A. promises a very interesting and enlightening program, November 2nd. The theme of the whole meeting will be "What can the school library do for our citizens of tomorrow." Speakers already secured are Dr. George Vold of the Sociology Department, University of Minnesota; Dr. Henry S. Lippman of the Child Guidance Clinic, St. Paul, and Perrie Jones, Librarian of the Minnesota State institutions.

The meetings will be held in the library of the New Miller Vocational School of Minneapolis. The luncheon will be at the Curtis Hotel which is just across the street from the school.

MRS. MARIAN S. KELLEY,
Chairman.

HOW MAY BOOKS BE CHOSEN?

Making the most of the book fund is the problem of every school. The State School Library List, 1930, with its supplements, 1933 and June 1934, should help solve the problem.

The Library Division, State Department of Education will answer questions and will lend books for examination, the school paying return postage only. May we serve you?